

# Prudentia Education

GAP Centre, Bowden Road, Garston, Liverpool, Merseyside L19 1QP

## Inspection dates

4 February 2021

### Overall outcome

**The school is likely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(i)*

- The proprietor body has prepared an appropriate curriculum policy. This outlines a sufficiently broad range of subjects for pupils to study. The details emphasise the contribution that each subject will make to pupils' spiritual, moral, social and cultural (SMSC) education. This approach demonstrates leaders' intention to actively provide a flexible and personalised education for each pupil. The details also show that the active promotion of British values will lie at the core of the school's work. This includes values such as tolerance and respect, together with the development of pupils' knowledge and understanding of being a British citizen.
- The curriculum policy is supported by schemes of work for each subject. The schemes of work and examples of the supporting long-term planning are thorough. Leaders have thought carefully about what they want the pupils to learn during their time at the school. Planning considers the specific and individual needs of pupils, many of whom are likely to be pupils with special educational needs and/or disabilities (SEND).
- There is a suitable emphasis on reading, writing and mathematics which will be dominant subjects. Additionally, there will be an emphasis on pupils studying physical education (PE), personal, social, health and economic (PSHE) education and work skills. However, leaders have thoughtfully woven substantial elements of other subjects into their curriculum offer. This has ensured that all pupils will experience subjects such as science, history, geography, information and communication technology and art.
- Pupils' PSHE education will be taught through a timetabled weekly lesson. Aspects of PSHE will also be woven into the whole curriculum. This curriculum will include the development of life skills, relationships, health and sex education. The topics to be covered are suitably wide-ranging and include all those that pay particular regard to the protected characteristics as set out in the Equality Act 2010.

- All secondary age pupils will receive careers education. Leaders intend to offer information, advice and guidance impartially. This will be tailored to the individual needs and interests of pupils. Leaders plan to provide pupils with a variety of practical and vocational experiences as part of their careers education.

*Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j)*

- Leaders have already recruited some of the staff who will work at the school. Leaders have a clear idea of the calibre and expertise that they are looking for in their new teachers and other staff.
- Templates have been created for short-term teaching plans. Leaders will ask teachers to write these prior to the school opening. Teachers will be expected to match their subject teaching methods to the needs of the pupils. The school is adequately resourced with a range of appropriate educational books and equipment that will be appealing to the age range of pupils that the school will serve.
- The proprietor body, the principal and the head of education are committed to providing a good-quality education for pupils. Their knowledge, skills and experience will enable them to guide and support teachers, so they can provide a suitable quality of education when the school opens.

*Paragraph 4*

- Leaders have a suitable assessment policy in place.
- Leaders will assess the pupils' attainment and personal needs when they start at the school. Their progress and attainment will be assessed regularly. Leaders understand the expected progression pupils will make across each curriculum subject. They are mindful of the likely wide range of pupils' abilities and needs. Pupils' progress will be shared regularly with parents and carers, and those responsible for governance. Teachers will use these assessments to inform their teaching.
- Pupils will have access to a range of academic and vocational qualifications according to their ability and need. This will include key stage 4 national assessments if appropriate.
- All of the independent school standards in this part are likely to be met when the school opens.

## Part 2. Spiritual, moral, social and cultural development of pupils

*Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)*

- Documentary evidence indicates that pupils' SMSC development is a thread that runs throughout the curriculum for the proposed provision. SMSC development is central to the school's aims, schemes of work, policies and plans for enrichment activities.
- The SMSC aspects are threaded through schemes of work and show that pupils will learn about democracy and different faiths. Enrichment activities will be offered to all pupils to ensure that they experience a diverse range of social and cultural activities and traditions. For example, plans are in place to help pupils to be involved in charity work and local community events.

- Schemes of work will support the development of pupils' skills, broaden their horizons, discuss local and national events and provide experiences that will give them a balance of opposing views. Pupils will be encouraged to put into practice the values fundamental to living in Britain.
- The school's policies include positive reference to all the protected characteristics set out in legislation.
- The independent school standard in this part is likely to be met when the school opens.

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7, 7(a), 7(b)*

- The proprietor body and leaders have paid careful attention to the most up-to-date statutory guidance for safeguarding pupils. A suitable and up-to-date policy is in place. Leaders have put in place all the necessary arrangements to keep pupils safe and to promote their welfare at the school.
- There will be at least two designated safeguarding leads within the school. All new staff will receive appropriate induction, safeguarding training and regular updates on areas such as radicalisation and extremism, sexual exploitation, e-safety and action taken to control the spread of the COVID-19 (coronavirus) pandemic.

#### *Paragraph 9, 9(a), 9(b), 9(c), 10*

- The proprietor body has detailed behaviour and exclusion policies in place. There is also an appropriate anti-bullying policy. Any incidents of poor behaviour will be recorded. Leaders intend to cross-reference these with other concerns so that they gain a full picture of an individual pupil and respond quickly to any needs that arise. The policy includes appropriate and proportionate sanctions. The guidance in the policies advises staff to seek to de-escalate incidents.

#### *Paragraph 11, 12, 13, 16, 16(a), 16(b)*

- The proprietor body has a written health and safety policy which is appropriately tailored to the two premises of the proposed school. It complies with all relevant laws. Regular fire safety checks of the premises are planned. The proprietor body ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- The proprietor body has an appropriate first-aid policy in place. Two members of staff are already trained in first-aid techniques and there will always be a trained member of staff present on each school site. Leaders plan to have more staff complete first-aid training before the school opens.
- A written risk assessment policy is in place. Risk assessments already completed show that leaders plan to take appropriate actions to minimise risks to pupils. This includes risk assessments and written guidance explaining how pupils and staff will be expected to behave and move around the school in line with COVID-19 guidance.
- Leaders have made appropriate arrangements to ensure that the school's computer network has appropriate monitoring and filtering in place to increase pupils' safety when they are online.

#### *Paragraph 14*

- Pupils will always be supervised, including at breaktimes, arriving at school and on leaving the school premises.

#### *Paragraph 15*

- Leaders have appropriate systems in place to register pupils' attendance and allow them to monitor any pupils' absences effectively. Leaders will report on attendance on a termly basis through the governance of the school.
- The proprietor body has published a suitable admissions policy for the school. Systems are in place to ensure that records of admission will adhere to the Education (Pupil Registration) Regulations 2006.
- All the independent school standards in this part are likely to be met when the school opens.

### Part 4. Suitability of staff, supply staff, and proprietors

*Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)*

- The single central record (SCR) is already in place and meets the requirements for the information it must contain. Leaders understand the need to complete all the required checks on the suitability of staff before they take up their appointments. The required checks prescribed in this part of the independent school standards that relate to the suitability of staff have been undertaken on staff already appointed. This includes the principal, teachers and support staff.
- Records relating to the proprietor body and directors are included on the school's SCR. All the suitability checks, including those relating to the leadership and management of a school, have also been carried out.
- The school has two designated safeguarding leads. The principal has overall responsibility for safeguarding across the proposed school. The proprietor body has completed appropriate training to support them to appoint staff who are suitable to work in a school. Plans to recruit additional teachers and support staff are in place. Induction documentation for new staff makes it clear that they will undergo a full suite of safeguarding and related training upon appointment.
- Leaders are aware of the procedures that they should follow in the event of employing agency staff to ensure that they are suitable to work with pupils.
- Leaders are clear about their responsibility for checking the suitability of volunteers who might work with pupils.
- All the independent school standards in this part are likely to be met when the school opens.

## Part 5. Premises of and accommodation at schools

*Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)*

- The proposed school has two sites. Both buildings will be used by the school during the day and by other community groups in the evening. Both sites comprise a hall/games area, an office for administration, two large classrooms, with additional smaller classrooms or break-out rooms.
- There are appropriate toilet facilities, including a designated disabled toilet. All toilets can be secured from the inside. There is running hot and cold water. The hot water is at an appropriate temperature. There are signs indicating that the water is hot and not suitable for drinking. Pupils will have access to drinking water throughout the day.
- There are no shower facilities on the proposed school sites. However, sport is intended to be a school specialism. All sporting/PE activities are intended to be conducted at a local sports centre. The inspector visited this provision and confirmed with the centre manager that the venue will be used by the school at least twice a week. There are male and female changing and shower rooms available at the sports centre. These will be for the sole use of pupils of the school when they are in the venue. Leaders have risk assessments in place to ensure pupils' safety when travelling to and from, and using, this site.

*Paragraph 24(1), 24(1)(a), 24(1)(b), 24(2)*

- A medical room has been set aside with suitable washing facilities by way of a portable sink. There is easy access to a toilet. A bed, bedding and first-aid kit were in the medical room at the time of the inspection.

*Paragraph 25, 26, 27, 27(a), 27(b)*

- Accommodation throughout is of an acceptable standard and meets all requirements for health, safety and the welfare of pupils. This includes suitable acoustics and lighting. Teaching rooms have a suitable source of natural light. The exterior and interior lighting is of an appropriate standard. Access through main doorways and gates will be via a locked door with the use of a key. Closed-circuit television recording is in operation around the outside of the building and in communal and teaching areas.

*Paragraph 29(1), 29(1)(a), 29(1)(b)*

- The pupils will have access to adequate outdoor space that is safe. The Garston site has a large outdoor space with wooden outdoor equipment. The Hartshill site has a small outdoor space but is situated next door to a local park. Both sites will provide an appropriate space for pupils to play in when not in lessons. PE and sporting activities are regularly timetabled in accordance with the school's curriculum requirements.
- All of the independent school standards in this part are likely to be met when the school opens.

## Part 6. Provision of information

*Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g)*

- The proprietor body has developed a school website. It complies with the requirements that a school should publish on its website.
- Additionally, there are suitable information packs for parents, carers and pupils when they join the school. A comprehensive range of policies for parents are in place, including information on admissions, behaviour and safeguarding. All documents will be made available for parents on request from the school office as well as being available on the school website.
- Leaders intend to provide half-termly and annual reports on pupils' progress and attainment to parents. Reports will be extensive and provide an holistic picture of a pupil's progress. They will also report on pupils' personal development and emotional health and well-being. Leaders are aware that any inspection reports and examination results need to be made available once released.
- All the independent school standards in this part are likely to be met when the school opens.

## Part 7. Manner in which complaints are handled

*Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)*

- The complaints policy is comprehensive. It contains all of the required stages. It includes appropriate timescales and information about the storage and sharing of written records. The policy is detailed and ensures transparency of the school's intended complaint procedures.
- All the independent school standards in this part are likely to be met when the school opens.

## Part 8. Quality of leadership in and management of schools

*Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- The proprietor body has an appropriate understanding of the independent school standards and they plan to monitor compliance regularly.
- Leaders demonstrate the knowledge required to set up and run this independent school successfully. They have experience and a commitment to providing an effective quality of education for pupils, many of whom have additional SEND. They are likely to fulfil their responsibilities to actively promote the well-being of pupils.
- All of the independent school standards are likely to be met when the school opens.

## Schedule 10 of the Equality Act 2010

- The accessibility plan fully reflects the school's statutory requirements.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Proposed school details

Unique reference number	147665
DfE registration number	341/6016
Inspection number	10177037

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Other independent school
School status	Independent school
Proprietor	Prudentia Education Limited
Chair of proprietor body	Christian Adeniran
Principal	Christian Adeniran
Annual fees (day pupils)	£9,750
Telephone number	0151 494 9524
Website	<a href="http://www.prudentiaeducation.co.uk">www.prudentiaeducation.co.uk</a>
Email address	<a href="mailto:christian@prudentiaeducation.co.uk">christian@prudentiaeducation.co.uk</a>
Date of previous standard inspection	Not previously inspected



## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	Not applicable	12 to 16	12 to 16
Number of pupils on the school roll	Not applicable	60	60

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	30
Number of part-time pupils	Not applicable	30
Number of pupils with special educational needs and/or disabilities	Not applicable	Not known
Of which, number of pupils with an education, health and care plan	Not applicable	Not known
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Not known

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	6
Number of part-time teaching staff	Not applicable	3
Number of staff in the welfare provision	Not applicable	1

## Information about this proposed school

- This proposed independent school is based at two sites: GAP Centre, Bowden Road and Hartshill Youth Centre, Wellington Road. Both sites are used by other community groups in an evening and some weekends.
- It is proposed that the school will provide full- or part-time education for up to 60 pupils irrespective of gender, aged between 12 and 16 years. In liaison with the local authority, the school is likely to provide education as an alternative provision for pupils with social and emotional needs and behavioural difficulties.
- The school prospectus states: 'Our alternative education programme provides a person-centred approach to nurturing, inspiring and educating young people in a friendly and supportive environment.' It is intended that the curriculum will be focused on building pupils' personal confidence and their literacy and numeracy skills. There will be a focus on sport and physical activity as well as offering a vocational curriculum. This will help prepare pupils for the world of further education, work-based learning or employment.
- The proprietor body is Prudentia Education Limited. There are two directors, one of whom is the chair of the board of directors and is the proposed principal.
- Prudentia Education Limited is currently an unregistered provider of part-time education, based in Liverpool.

## Information about this inspection

- This inspection was commissioned by the Department for Education to determine if the school is likely to meet the independent school standards prior to opening as a registered school.
- This is the school's second pre-registration inspection. The first was conducted on 14 January 2020.
- The inspector held discussions with the chair and the other members of the proprietor body. The chair is also the proposed principal.
- The inspector made a tour of the school to check the suitability of the proposed premises against the relevant independent school standards. She also looked at a wide range of documents and policies, including on the curriculum, behaviour and health and safety. She also checked documents relating to safeguarding.

## Inspection team

Sue Eastwood, lead inspector

Her Majesty's Inspector

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